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ABSTRACT

The purpose of the documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet highlights peer practice, a strategy that allows students to become actively involved in the strengthening or broadening of their own learning by supporting the learning of peers. Students reflect upon previously taught material by helping peers to learn and, at the same time, develop and hone their social skills. Students work together as partners, one functioning as a "doer" and the other as a "helper". The doer performs a task or answers questions; the helper observes and provides feedback and helping information. The doer is the student and the helper takes on the role of teacher. Later, the partners reverse roles. This guide explores the peer partner method, and is organized into the following eight parts: (1) Background; (2) Peer Partner Learning Is; (3) Why Use Peer Partner Learning; (4) Prepare for Peer Partner Learning; (5) Developing Peer Partner Learning; (6) The Teacher's Role During Peer Partner Sessions; (7) Executive Summary; and (8) Resources. (LL)

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Peer Partner Learning

Students Learning From and With Each Other

SDRC

Instructional Strategies Series No.10

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The Saskatchewan Professional Development Unit

and

The Saskatchewan Instructional Development and Research Unit

by

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Credits

As with any production, many people were involved in the development of this document. The ideas and suggestions provided by each of these people were very much appreciated. Special thanks is given to Sheryl Mills and Jan Layh for their editorial assistance. It is by working together with others that we realize the ultimate value of peer partner learning.

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Table of Contents

Background ..... Page five

Peer Partner Learning Is ..... Page six

Why use Peer Partner Learning ..... Page eight

Preparing for Peer Partner Learning ..... Page ten

Developing Peer Partner Learning ..... Page fifteen

The Teacher's Role During Peer Partner Sessions ..... Page twenty-three

Executive Summary ..... Page thirty

Resources ..... Page thirty-two

Some Background ...

Peer Practice was originally developed by Hanson, Silver and Strong (1987). This strategy utilizes skills that allow students to become actively involved in the strengthening or broadening of their own learning by supporting the learning of their peers. In using this strategy, students reflect upon previously taught material by helping their peers to learn and, at the same time, develop and hone their social skills.

In the *Peer Practice* strategy, students work together as partners, one functioning as a 'doer' and the other as a 'helper'. The doer's job is to perform a task or answer questions. The helper observes, provides feedback and helping information, and encourages the doer so the task is completed to the learner's satisfaction. Simply, the doer is the student and the helper takes on the role that is usually the domain of the teacher. Later, the partners reverse roles.

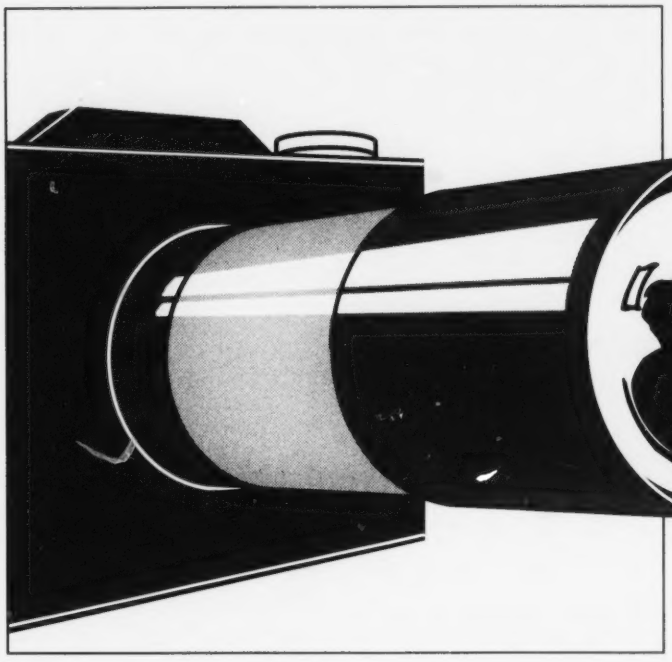
In this document, we will explore a broader perspective of peer partnerships than that suggested by *Peer Practice.* There is value in having students practice skills that are necessary in some subjects, but peer partnerships can also serve other functions in the classroom.

"Make your friends your teachers and mingle the pleasures of conversation with the advantages of instruction."

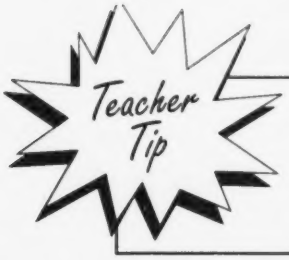
Baltasar Gracian (1647)

"'Qui docet discit', (Who teaches, learns)."

Peer Partner Learning Is ...



At its most basic level, Peer Partner Learning means having students help other students to learn, on a one-to-one basis. Sometimes older students help younger students, and sometimes more able students help less able students of the same age. At other times, students can be paired for mutual learning. Peer partnerships are a form of cooperative learning groups. Many of the same cooperative skills are required in order for success to be achieved and many of the same benefits result.



Peer partner learning is a collaborative experience in which children learn from and with each other to achieve individual purposes.

> ***"If one learns how to learn, one can be a learner in a great number of areas. A student, in order to teach another student material, needs to learn the material better in the first place; (s)he needs to organize it, needs to observe another learner, and make contact with that learner. In essence, (s)he must become a manager of learning and (s)he may become more aware about learning; all this contributes to learning how to learn."***
>
> *Adapted from:*
> *Alan Gartner, Mary Kohler, Frank Riessman*
> *Children Teach Children*

A variety of programs can employ the use of peer interactions. They range from: relatively structured to relatively unstructured, largely focussed on social interactions to those with a stronger emphasis on academic gains, those which provide help for students with physical or academic limitations to those developed for enrichment. Students can be paired with others of the same age or cross-age pairings might be developed.

Using peer partners implies a developed and formalized structure. Inherent in the concept of peer partners is a degree of organization and definite purpose. It is usually characterized by careful matching of partners. It may involve frequent and somewhat regular contact times, and requires training for the partners in techniques such as questioning, asking for clarification and encouragement. Although the teacher is responsible for monitoring, supervising and evaluating, students may share some of these responsibilities.

Decisions need to be made about when to use Peer Partner Learning, who to involve, and what kind of preparation will be required. Throughout the rest of the document you will find both **Teacher Tips** and workspaces called **Focal Points** that will help you determine just how Peer Partner Learning can work for you. The first **Focal Point** appears on page ten.

Why Use Peer Partner Learning?

Using peer partners is not a new strategy. We've been doing it for years. In the past, many schools had informal arrangements in which students helped other students of the same or younger ages. Some of these arrangements arose spontaneously. They may have been a necessity in the two-room school where teachers provided formal instruction to the oldest students, who helped younger students and so on down the age and ability ranks.

Today, in the early years of school, there is much cooperative play in sand, water and other materials. Later on, students work together on math and reading games, on the computer and in small groups on topics of mutual interest. Often though, students spend the majority of their time with same-age peers both in and out of school. At school, one might find that playgrounds may be segregated (officially or unofficially) by age, gender or status.

However, cross-age peer interaction facilitates social interchange and growth among all students. From the learning partner's point of view, being a 'friend' of an older child is likely to enhance the younger student's self-esteem. Students are extremely important to each other, and we know this is particularly true as they approach and enter adolescence, pulling back from the influence of parents.

In addition to the social aspects involved in peer interaction, academic growth is enhanced for both the teaching and the learning partner. The teaching partner may be reviewing and consolidating existing knowledge, filling in gaps, finding extra meanings, and reformulating their knowledge into new conceptual frameworks. Both partners are likely to understand the material better by applying their knowledge in this new experience.

More specifically, through peer partnerships ...

- a deep bond of friendship may develop between the partners, which is important for integrating those students who find schooling difficult.
- students who experience difficulty when working with adults may benefit.
- the teacher is able to work with specific groups of students, providing them with some of the individual attention they need while others receive individual attention from a partner.
- the teaching partner learns to share information and collaborate, skills that are useful in adult society.
- a greater degree of cooperation may be achieved.
- anxiety is reduced by differences in age, status, and background between students and teachers. A peer partner may possibly communicate more easily with a student, particularly with one who is experiencing difficulty.
- partners gain self-esteem and confidence in their own abilities.
- there may be additional motivation for learning through peers working together.
- opportunity is provided for students to talk about what they're learning and check for understanding using vocabulary and language they are familiar and comfortable with.
- previous learning is strengthened and students may be able to reorganize knowledge more effectively and deepen their own understanding.

Preparing for Peer Partner Learning

Focal Point #1

As you read through the list on page nine, several students (who might benefit from peer partnerships for a variety of reasons) may have popped into your mind. You are invited here to think about a student in your class who might benefit from some form of a peer partner arrangement.

- What is an area of strength of this student?

- What is an area of interest of this student ?

- In what areas might this student benefit from working with another student?

"The idea of students learning through helping each other is a very promising alternative to the traditional system of learning through competing with each other. It also makes the acquisition of knowledge and skills valuable, not in the sense of competition for grades but as the means for personally significant interactions with others."

Herbert Thelen
The Human Person Defined

It is obvious that students learn from their peers, but more significantly, students learn more from helping other students. Every student should be given opportunities to play the teaching role, because it's through playing this role that the student may really learn how to learn. It contributes to their growth as individuals who can contribute positively to society .

The following structures allow you, the teacher, to take advantage of opportunities for increasing student interaction and learning during any type of instruction in preparation for more structured peer partner learning experiences. They are multipurpose tools which can be used in many situations without a lot of advance planning. By using these structures, lessons can become more interactive and students get used to working together. In the side bars beside the description of each of these structures is space for you to jot down how these strategies might be used in your own classroom.

Notes and Ideas

Process Partners (Think - Pair - Share)

This activity can be useful during or after a period of direct instruction even when students are seated in rows. After a moment of individual reflection, participants turn to a neighbor and discuss a question posed by the instructor, and then may be asked to share their ideas with the whole class. It may also be used as a "check for understanding": pairs answer each other's questions and share with the whole class any they cannot answer themselves. The teacher could also ask anyone to share an interesting idea or a provocative question posed by their partner.

Notes and Ideas

Partner Interviews

Here, partners take turns interviewing each other about a relevant topic. This is a good "getting acquainted" activity, a way to develop an "anticipatory set" before direct instruction, or reviewing what has been learned at the end of a lesson. It can be followed by pyramiding into groups of four with partners introducing each other based on what they learned in the interview, or briefly summarizing the ideas they shared.

Coaching Partners

Partners take turns helping each other recall important information or concepts, using flash cards, manipulatives or similar teaching aids.

Partners Check and Compare

In this strategy, partners take turns observing each other perform some mathematical or scientific procedure, checking to be sure that each step is properly performed. An alternative could be that after completing independent work, partners compare answers, discuss differences and correct errors.

Companion Reading

In this arrangement, partners take turns reading a piece of text aloud to each other, asking each other questions

about its meaning at any point, and checking for understanding. As a pre-jigsaw activity, a type of cooperative learning activity (described in more detail in the document, *Opening the Door to Cooperative Learning*), the text can be broken into two parts. Each partner studies one piece and then teaches that section to her/his partner.

Partner Conferencing /Editing

After creative writing sessions in Language Arts (or other subjects), students share drafts of their writing with partners and together make improvements to each other's drafts. This process may begin prior to the first writing session where ideas are shared or outlines developed. By talking together, more ideas can be added or details refined.

Paired Reading

This technique allows the learning partner to be supported through texts of higher readability levels than they would be able to read independently. They are allowed to choose their own books or other reading material at any level of readability that is within the competence of the teaching partner. On sections of text that are difficult for the learning partner, the pair read out loud together. The teaching partner adjusts to the other partner's natural reading speed. When the learning partner makes an error, the teaching partner

Notes and Ideas

Notes and Ideas

repeats the word correctly and requires her/him to do likewise before proceeding. Positive reinforcement is emphasized throughout.

When an easier text has been selected that is more within the learner's independent readability level, the learner can choose to silence the teaching partner by a pre-arranged non-verbal signal, such as a knock, a nudge, or a squeeze. As the teaching partner becomes silent, the learning partner continues to read aloud, until there is a failure to read a word correctly within a timed limit (for example, five or ten seconds), at which point the teaching partner models the correct pronunciation or vocabulary and the pair resume reading together.

In the Paired Reading procedure, partners can work with high interest reading materials of a readability range sufficient to stretch the capabilities of both members. The partner sessions can be easily fitted into classroom routine without the need for a great deal of preparation, and can be alternated with other reading activities such as sustained silent reading.

Selection of matched participants needs care. While cross-age partnerships (using older less able readers with younger less able readers) have many benefits, partnering within one mixed ability class is probably easier to organize. Begin with a few pairs and add others as they are interested in participating. It is important to maintain a teaching partner/learning partner differential in ability which is neither too big nor too small.

Developing Peer Partner Learning

All students are different, and schools are even more different from each other. Although successful peer partner projects have certain common elements, each must be designed to fit comfortably within the ecology of a particular school at a particular time in its development.

Peer partnerships may be structured as:

a) same age/grade partnerships within one classroom or between classrooms of the same age/grade

OR

b) cross-age/grade partnerships across grade levels. Cross-age partnerships generally involve older students working with younger ones. Attention must be given to logistics when there are two teachers and two or more students involved, particularly when students may miss classroom instruction or activities in order to be involved in peer teaching. Teachers can minimize problems by carefully scheduling an appropriate time when their students may be out of the room.

Students may be partnered according to interests, personal characteristics or needs, not just age, grade and ability levels.

Classroom Snapshots ...

Darla was experiencing difficulties in her Middle Level English Language Arts class and seemed uninterested in classroom happenings. On several occasions, Mrs. Twanow, her teacher, with some hesitation, felt compelled to reprimand Darla for not paying attention in class.

Mr. Martin , the resource teacher acquainted with Darla's difficulties, suggested that she might become more involved in her academic work if she was able to assume responsibility for helping another student in some subject area. Because Darla was proficient in math, Mr. Martin offered to schedule Darla to work with another student on mathematics assignments. Darla agreed to this and worked for thirty minutes a day, four days a week, assisting her partner with basic mathematics skills. Darla was responsible for checking over her partner's work and giving feedback to her partner.

In a few weeks, Mrs. Twanow noted a marked change in Darla's behavior. She was much more attentive in class and volunteered for several classroom activities. She even offered to help other students in the class with their math assignments.

The students in Mr. Bradshaw's secondary History class had just completed work at ten different learning stations in the resource centre. Some of the learning stations involved individual tasks while others required the students to work in groups. Following this introduction to the content of the unit, Mr. Bradshaw assigned a research project. The students had a choice of several different products and topics to work with.

Two students, Stacey and Matthew, asked Mr. Bradshaw if they could work together to complete the research project on a topic they were both interested in. They recognized that their academic strengths complimented each other and were eager to learn from each other. They understood that they would each receive the same mark for the project and felt confident that the task would be shared equally between them as they would organize the individual time frame together. After working together on the project, they rated the experience as highly successful and appreciated being able to share their knowledge with each other.

Billy was a student who experienced great difficulty with basic reading skills. His difficulties had reached a level where he was beginning to withdraw in the class and enter into conflict situations with his peers both in the classroom and on the playground. His teacher, Miss Jackson, was convinced that Billy could learn if given some intensive one-on-one attention. She felt that while she had time to devote to this task after school, singling Billy out from his peers would only serve to reinforce his feelings of failure.

As an alternative action, Miss Jackson called upon one of her former students. James had been a student in Miss Jackson's room two years ago, and while not being an outstanding student academically, he was always sensitive to the problems of his classmates. Miss Jackson first explained the peer-teaching idea to James and his teacher, and obtained their permission for James to participate. Miss Jackson arranged for three twenty-minute sessions per week during which Billy would receive individual attention from James and have an opportunity to focus on some of the basic reading skills.

At the conclusion of two weeks (a total of six sessions) Billy had indeed improved and was becoming noticeably more confident about his abilities.

Darla, Stacey, Matthew, Billy, James and their teachers are examples of people who have participated in peer partner learning programs. Some peer partner arrangements are initiated because of circumstances similar to those described. At other times, peer partnerships may happen spontaneously under cooperative conditions.

Some possibilities ...

- Academically capable students can work as teaching partners with students experiencing difficulty. For example, like Billy mentioned earlier, one student needs to learn math facts, so the teacher assigns a second student to help. Another student needs extra practice in reading, so someone helps out.

- An underachieving student, like Darla, might become a teaching partner with a younger or less skilled student.

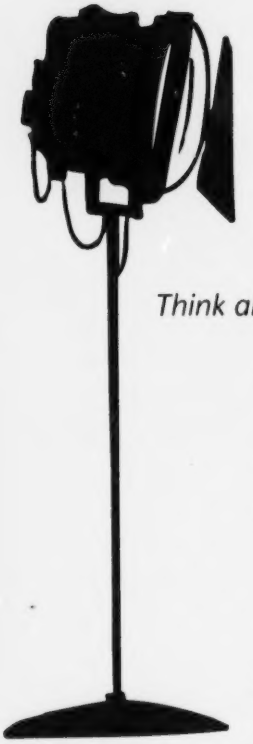
- Students like Stacey and Matthew, might work with the same partner over a longer period of time on a specific project of mutual interest where each learns from the other and together they gain a better understanding of the topic they are working on. Partners might be selected or assigned by the teacher, or students may select their own partners.

Setting the Stage ...

In setting up the situations described, these teachers considered several ideas knowing that a well-thought-out approach to Peer Partner Learning would definitely contribute to a successful beginning. Some things that you might want to think about:

- Have I identified learner strengths and weaknesses and created scenarios and support systems for Peer Partner Learning in which a variety of learning pairs can occur?
- Which students are good candidates for peer partnerships? (An extroverted personality should not be confused with good leadership.)
- Have I had the students in my classes create a list of the things they would want to have in the 'perfect' partners for each of them? Have I discussed these lists with them as a class or individually?
- Can the students in my classes identify the things that get in their way the most whenever they want to learn about something (new)?
- Do I provide for open class discussions about the ways in which people learn and recognize that we may have preferred styles and recognize the benefits of learning in other styles?
- Have I set up learning activities that require students to teach each other and to examine (self evaluate) the effect that teaching has on their own ability to understand the material they teach about?
- Is the environment in the classroom conducive to open and honest feedback between students?
- Have the students in my class had an opportunity to work with several of their peers at different times?

More specifically, in developing a Peer Partner Situation, consider ....



1. The purpose

Realistic goals for peer interaction should be established prior to beginning.

Think about ...

- What should be the outcome of the type of peer interactions being planned?
- Is it mutual learning?
- Is it to promote cross-cultural, cross-gender, cross-age friendships?

2. How the students will be matched/paired.

Decisions regarding whether to use whole classes of students or specially selected students or student volunteers need to be made.

Think about ...

- How will the participants be paired?
- Should the students select their own partners?
- What background factors need to be considered (i.e. existing maturity, work habits, cooperative ethos)?
- Should the partners be same-age or cross-age?
- How long should these students work together?
- When should the partners change?

Ask the students ...

- Who do you feel comfortable with?
- Who would you like to work with?

3. Student ability levels.

The range of ability within the student group is a critical factor in selecting and matching teaching and learning partners.

4. Relationships between students.

Pre-existing social relationships in the peer group must also be considered. To pair students with their 'best friends' of the moment may not be a good idea in all cases. Personalities will also become important here.

Think about ...

- How can existing positive or negative relationships be accommodated?
- How can weak and strong personalities be accommodated?
- How can cross-gender, cross-cultural relationships be encouraged?

5. Student incentives.

Think about ...

- Can I rely on personal satisfaction for a job well done or new learning?
- How can the students be motivated to do their best?

Developing Your Own Peer Partner Situation ...

Focal Point #2

- Why do I want the students to work in partnerships?

- What material will they be working with?

- How can I prepare them to be successful in this learning activity?

- What are questions I might use to help the students reflect and discuss? For example, what are they learning? How do they learn best? How do they work together?

The Teachers Role During Peer Partner Sessions

"... the role of the teacher is to support growth rather than maintain control. You become a promoter of collaboration, and of the norms of helpfulness rather than competition. You delegate responsibility and share the limelight. In turn, you get a high level of cooperation and commitment to learning."

Peggy Lippitt
Children Helping Children

Throughout peer interaction sessions, the teacher is responsible for planning, monitoring, evaluating and reflecting on what is happening with the peer interactions. In addition to the considerations mentioned in the previous section, decisions should also be made about the social skills that students may need to develop within their partnerships. It's always a good idea to involve students in deciding which social skills to focus on.

Additionally, students should always be given opportunity to reflect on their peer partner sessions, identifying both positive and negative aspects of the experience. Some form of record-keeping for evaluation purposes is desirable. Often, the responsibility for recording such things as tasks completed can be given to the students themselves. Simple diaries/journals might also be kept by each pair.

Finally, much can be gleaned through direct observation and record-keeping done by the teacher. The teacher should stay active and involved during peer interaction sessions. The teacher might set a good example by working with students without partners, or circulating around the group observing and guiding students as necessary.

Social Skills ...

Peer partners may find that providing positive, constructive comments does not come naturally to them. They may need practice and feedback or an opportunity to see appropriate social behavior modelled for them. Students should understand that verbal and non-verbal communication with each other must be genuine. Communication between partners is enhanced if time is taken initially to establish rapport and build a trusting classroom environment.

Think about ...

- What social skills do the students need to experience success in their partnerships?
- How will I help the students to avoid criticism or put-downs?
- What do they do if they encounter problems?

Through formal social skill instruction, partners may learn to communicate more effectively with each other and express support for each other while also learning to clarify their thinking and get in touch with their underlying feelings. This helps them to get the most from their experience and solve their problems with each other. Supportive listening involves putting ourselves in another person's place to understand what they are saying and feeling while avoiding giving advice and solutions. At the same time, it insures that messages are accurately received.

Social Skill Examples

Encouraging

- Students can provide suggestions about what encouragement "looks like" and "sounds like", how non-verbal behaviors should communicate understanding and acceptance.

  For example, How do students naturally encourage others?
  * tone of voice * facial expressions * gestures * eye contact * posture

- Students might encourage their partners to continue or expand on their thoughts through statements such as "Can you tell me more about that?" "Can you explain that further?" and provide positive reinforcement through statements such as "That's a great idea!" "I never thought of that!" or "I like that!"

Restating

- Partners might be encouraged to periodically paraphrase the other person's message. This provides a check for understanding and encourages the speaker to go on, clarify, or elaborate.

Clarifying

- To be sure that partners understand their message, restating what has been said in the form of a question such as "Do you mean that...?", helps both partners clarify their messages.

Validating

- Without indicating agreement or disagreement, it is possible for partners to acknowledge and appreciate the other person's position through statements such as "I can understand how upsetting that must have been for you." "I understand your point of view."

Summarizing

- A summary at the end of a long or complex answer signals to the speaker that messages have been heard accurately and completely and provide a transition to the next message.

Reflection ....

Regular 'planning' or 'de-briefing' meetings or discussion with the partners should follow every peer partner session. The focus of these discussions should be to highlight the successes experienced as well as identify how the partnerships and/or program itself might be modified for greater success. Reflection sessions can be group or individual.

Think about ...

- How will reflection sessions be structured?
  - group or individual?
  - with partners separate or together?

Planning ahead ...

- Should the peer partnerships continue?
- What is working well with the peer partnerships?
- What changes need to be made for next time?

Reflection

Time set aside for reflection is a way that students can learn to "see themselves as others see them" and decide how or whether to change their behavior. Sharing personal reflections helps the students keep their behavior on target and better achieve goals they have set for themselves or their partnership. Reflection times can focus on how a particular peer partner session went and may be worded as simply as: "The best thing that happened today was ..." or "One thing that didn't go too well was ..." or "Something I'd like to change is ...". After individual reflection time for both partners, they might share their responses and talk about changes that might be made for the next session together. From their conversation, they can determine areas they might need help with and set goals for the future.

Student Reflection Examples

- Who are the people around me (fellow students, teachers, or other adults) that I can learn from the easiest?
- Who are the students in my classes that I would like to work on a project with?
- What are the things that get in my way the most whenever I want to learn about something (new)?
- Do I have any idea of what my own "best" learning style is?
- Do I know about the ways in which other people prefer to learn? How do I get along with these other styles of learning? Do I know which styles of learning I get along with the best and which ones I have a hard time with?
- How do I deal with problems that arise when I work with a partner?
- What do I like best about working with someone else in my class? What do I like least?
- What are the advantages for me when I teach someone else?
- What skills do I need in order to enhance my own learning when I work with a partner?
- Which ideas for learning could be done together with a student partner?
- What will I need to do/know before working together with my partner?

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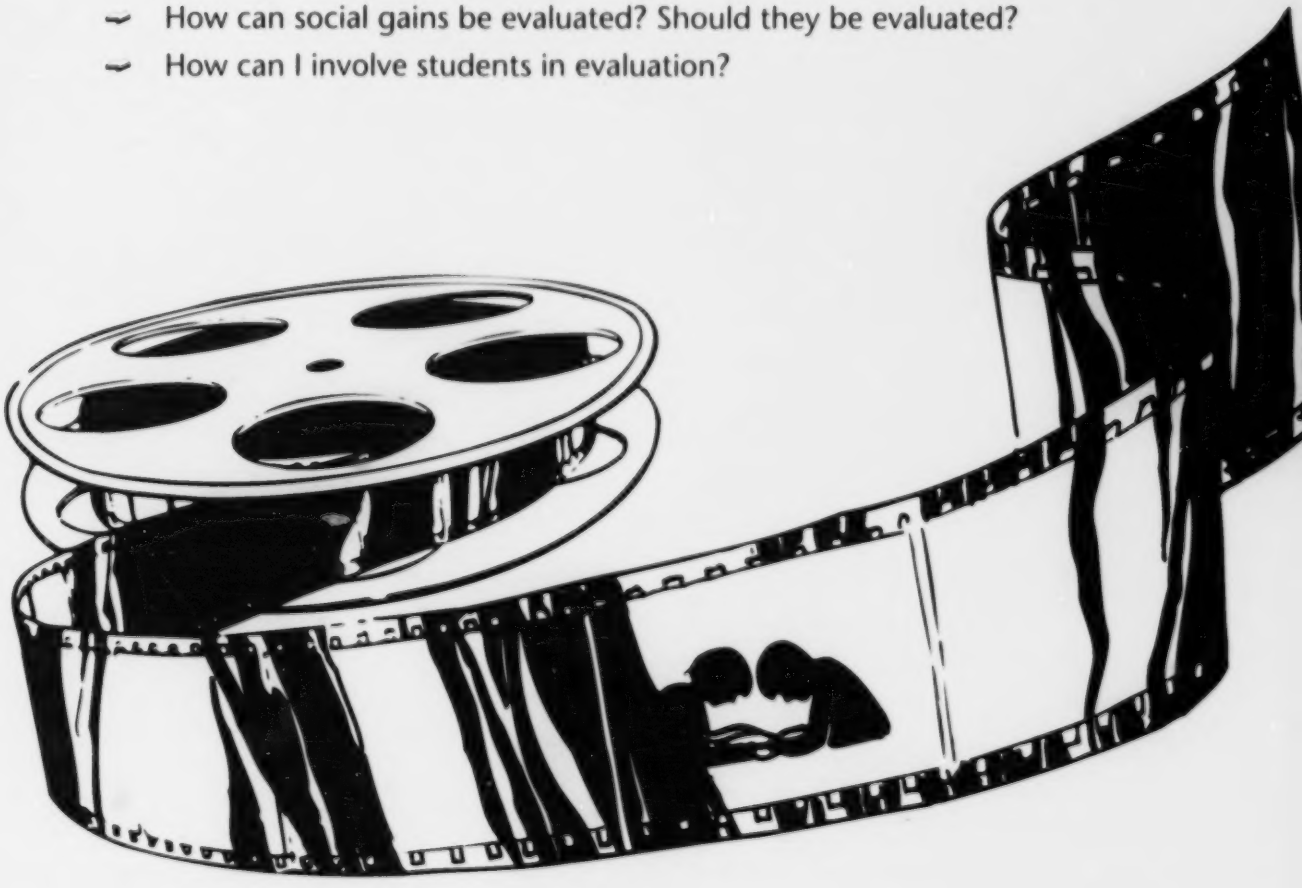
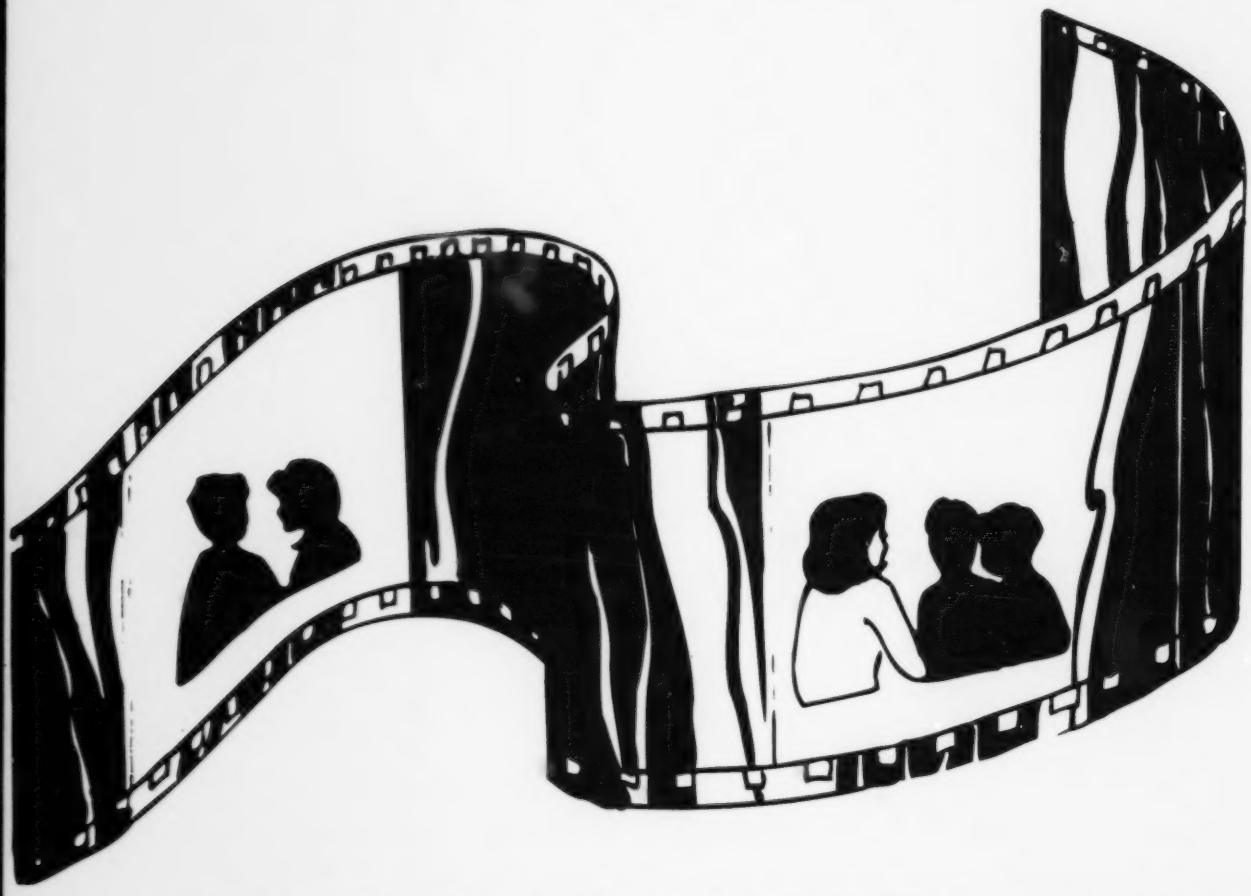
Evaluation...

Evaluation of both the process and outcome should occur. The evaluation can be done for both formative and summative purposes. As much as possible, students should be involved in the evaluation, particularly of the process. Much of that can happen during scheduled reflection times. Self-reported data can be invaluable.

Think about ...

- What techniques should be used for evaluating?
  - questionnaires, checklist, ratings?
  - other subjective reaction?
- How can social gains be evaluated? Should they be evaluated?
- How can I involve students in evaluation?





A checklist or rating scale using stems similar to the ones below can be used during direct observation periods by the teacher or adapted for self-evaluation by the peer partners.

1. The student works with several peers, not just close friends.
2. The student shares materials and ideas with others.
3. The student shows respect by listening and considering another point of view.
4. The student follows guidelines established for the partner activity.
5. The student fulfills responsibilities in the partnership.
6. The student exhibits appropriate social behaviors within the partnership.

Executive Summary

Which students work best as peer partners?

Almost every student can potentially serve as a peer partner. Students with learning problems can help younger students or peers who have fewer academic strengths. The teacher's awareness of the total student is critical in the selection decision. Once students have been paired, the teacher's attention shifts to preparing the partners to work together, maximizing benefits for both.

What areas work best for peer partnerships?

Many peer partner projects begin by working on reading. But a wide range of other areas have also been peer partnered, including mathematics, spelling, writing, languages and science. Through helping another person learn about a topic, concept or process, their own understanding is deepened.

How do students benefit from peer partner learning?

The benefits for both partners seem obvious. With one-to-one attention individualized learning is possible. Tasks can be selected to suit both partners and adjustments made for optimum learning. Presentation of information is made in language and vocabulary geared to the age and ability of the partners. Through opportunities for regular and responsive reflection, a personal and powerful relationship can be developed between students.

Is it really worth the time to use peer partnerships in my classroom?

Peer partnerships do take time and care to set up properly. Plans must be made about matching pairs, selecting appropriate materials, and teaching the partners the social skills they might need to work together successfully. However, this time is worthwhile, for peer partners can be very effective.

This implies as well that teachers should start small, with careful attention to detail. True age-peer partners within an existing group is probably the easiest to organize. Success with this arrangement may encourage you to extend to cross-age peer partners involving students from other classrooms.

Will I always use groups of two?

Most peer partnering is done in a one-to-one situation, but it can occasionally involve having partnerships gather together in small groups of three, four or five students. In fact, having students work in a triad may actually better meet the needs of the task students will be involved in and/or the needs of the individuals themselves.

> ***"The saying, "Those who teach others, teach themselves," is very true, not only because constant repetition impresses a fact indelibly on the mind, but because the process of teaching in itself gives a deeper insight into the subject taught."***
>
> ***Adapted from:***
> ***John Comenius***
> ***The Great Didactic***

Resources

Good introduction to the Peer Practice Strategy

ASCD. (1987). Peer Practice. *Teaching strategies library. Research-based strategies for teachers.* Alexandria, VA: ASCD (Association for Supervision and Curriculum Development).

One of the best Canadian resources

Clarke, J.; Wideman, R.; Eadie, S. (1990). *Together we learn.* Scarborough, Ont.: Prentice-Hall.

Sets the stage for a cooperative classroom

Dueck, G.; Layh, J. (1992). *Opening the Door to Cooperative Learning.* Saskatoon, SK: Saskatchewan Professional Development Unit.

Good resource for developing a comprehensive tutoring program

Ehly, S.W.; Larsen, S.C. (1980). *Peer tutoring for individualized instruction.* Boston, Mass.: Allyn and Bacon.

A collection of essays on a broad spectrum of children working together

Foot, H.C.; Morgan, M.J.; Shute, R.H. (Eds.). (1990). *Children helping children.* Toronto, Ont.: John Wiley and Sons.

Full of lots of good lesson ideas

Graves, T.; Graves, N. (1990). *What is Cooperative Learning: Tips for teachers 'n' trainers.* Santa Cruz, Calif.: Cooperative College of California.

Provides good background information	Goodlad, S.; Hirst, B. (1989). *Peer tutoring: A guide to learning by teaching.* New York: Nichols Publishing.
Excellent teacher/student reflection checklists	Hengen, T.; Treffinger, D. (1992). *Independent learning self-assessment guide.* Saskatoon, SK: Talenta Publishing.
A good reference source	Jenkins, J.R.; Jenkins, L.M. (1981). *Cross-age and peer tutoring: Help for children with learning problems.* ERIC.
Detailed descriptions of program benefits	Pierce, M.M.; Stahlbrand, K.; Armstrong, S.B. (1984). *Increasing student productivity through peer tutoring programs.* Austin, Texas: Pro-Ed.
An excellent blending of two strategies	Topping, K. (1988). *The peer tutoring handbook: Promoting cooperative learning.* Cambridge, Mass.: Brookline Books.
A comprehensive collection of articles from various professional journals	Stewart Resources Centre, Saskatchewan Teachers' Federation - *Vertical File: Tutors and Tutoring.*

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